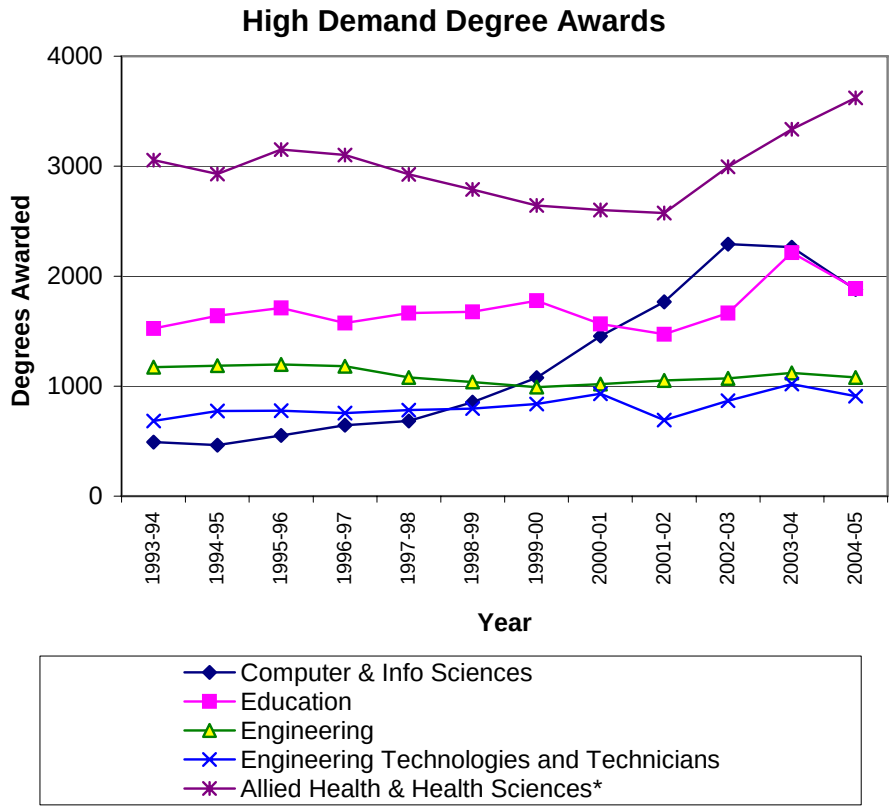
Workforce development

What are the results of the state's current workforce training programs?

Higher Education Coordinating Board

Changes in number of AA and baccalaureate high-demand degrees



High Demand Degrees

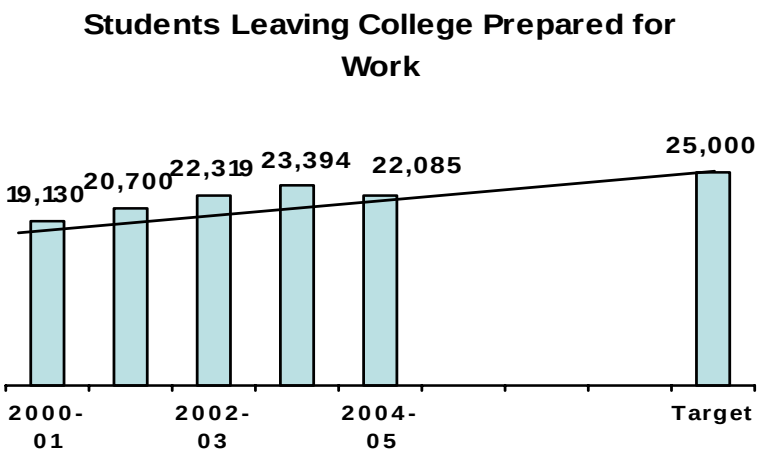
- OFM reports on high demand fields, based on CIP codes.
- Between 1993 and 2005 only Engineering shows a decline in the number of degrees awarded. Since 1999 degree awards in all target field have increased.
- Production of degrees in Allied Health and Health Sciences have shown a consistent increase over 1999 levels
- Engineering Technology Degree Production has been flat.
- Computer Science and Education have shown gains over 1999 levels, but a decline in degree awards in 2004-05.

Data notes. *Source: OFM High Demand Field Associate and Baccalaureate Degrees. http://www.ofm.wa.gov/hied/*

GMAP
Government Management Accountability & Performance
STATE OF WASHINGTON

CTC Results – Prepared for Work

CTCs have increased the number of students leaving college prepared for work, addressing the state's skills gap



Analysis

- The number of students leaving prepared for work has increased.
- The slight drop in the number of students prepared for work in 2004-05 is due to the decline in unemployment and dislocated worker (Worker Retraining) enrollments.
- Targeted high demand enrollments result in growth in key fields despite the negative impact of economic and demographic forces.

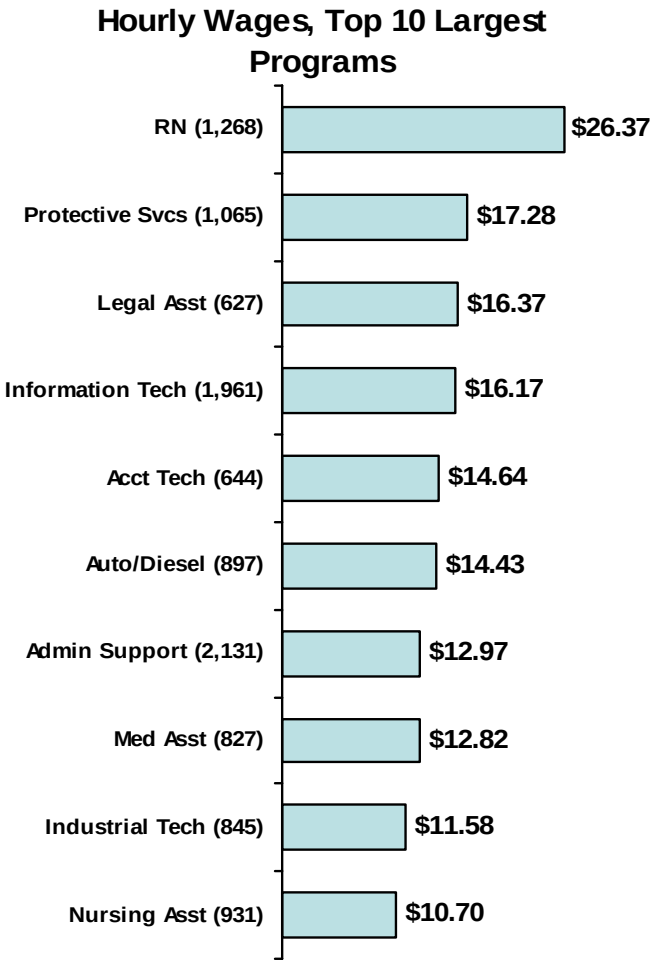
Action

- SBCTC will continue to target growth enrollments to high demand fields in Spring 2007 and Spring 2008.
- Colleges will redirect existing resources impacting 10% of the 1,500 programs by adding new and dropping outdated programs by June 2007.
- By summer 2007, SBCTC will develop an incentive funding system designed to improve student achievement in workforce education.

Data Notes: *Students are counted as prepared for work if they have not returned for training for a year and completed an applied associate degree, technical certificate, apprentice training, individualized program or a minimum of one year of workforce training without a specific degree or certificate.*

CTC Results –Employment Outcomes

Consistency of employment status for technical program graduates



Analysis

- 80% to 84% of college workforce education graduates were employed 7 to 9 months after college.
- Workforce education graduates earn an average of $13 an hour, but earnings vary considerably by program.

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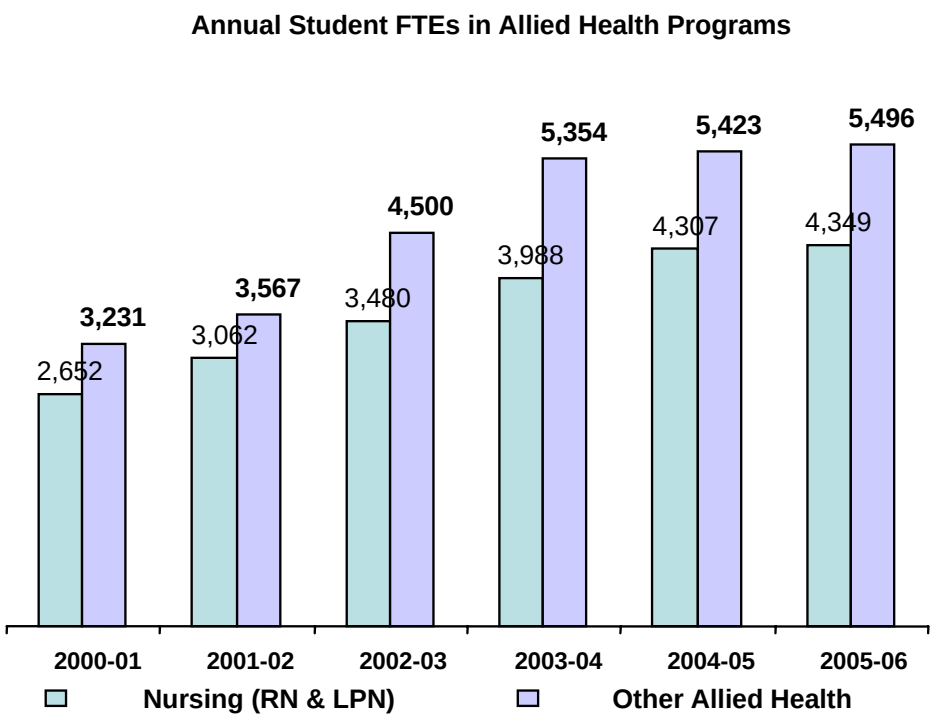
Action

- SBCTC will continue to focus capacity growth in higher wage programs by giving them priority in awarding high demand enrollment growth to colleges in Spring 2007 and Spring 2008.

Data Notes: Median hourly wages in 2006 for completers in 2004-05; 7-9 months post college. Number in parentheses represents numbers of completers heading to the job market in 2004-05. Wage data are available for those students employed in Washington excluding self-employed workers. Those going on to further college or not employed during the 7-9 month period have no wage data. Earnings data were available for 74% of completers in these programs.

CTC Results – High Demand Funds

Targeted high demand funds leverage overall growth that meets economic demands



Analysis

- Since 2000-01, 63% of the CTC high demand FTEs have been in allied health programs.
- 2000-01 to 2005-06, total allied health program FTEs have grown by nearly 4,000 FTEs, a 60% increase, far exceeding the 570 new high demand FTEs allocated to colleges - 3,400 FTE additional growth.

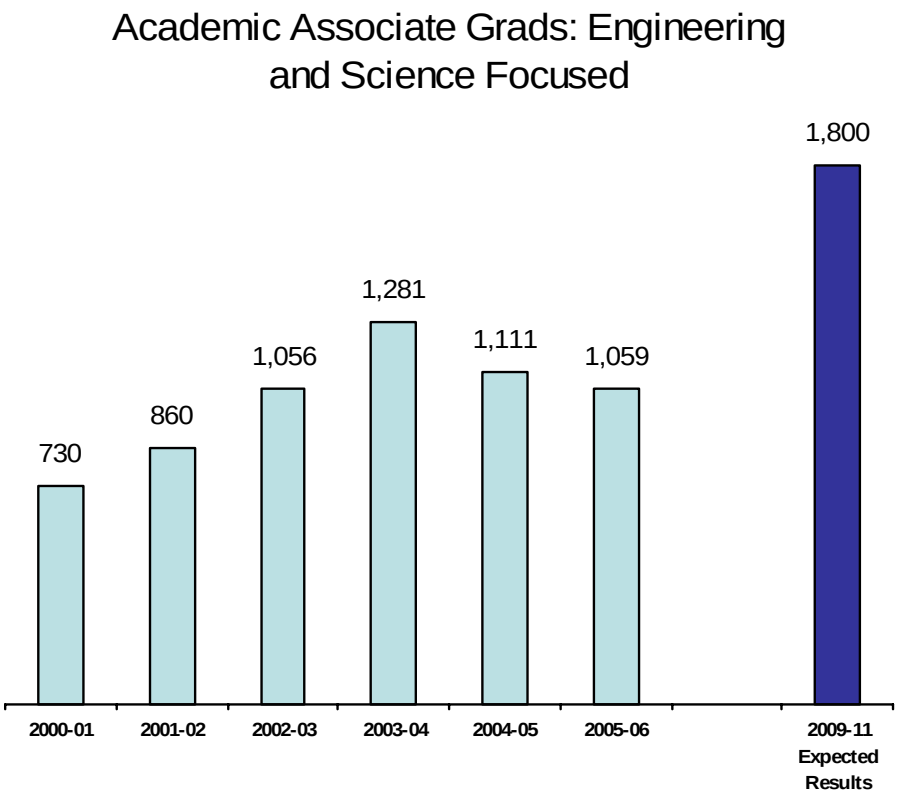
Action

- SBCTC will continue to target growth enrollments to high demand fields in Spring 2007 and Spring 2008.

Data Notes: *Annual FTE are across the CTC system including colleges funded with high demand FTE and all other colleges.*

CTC Results – Engineering/Science Transfer

Smoother transfer pathways in high demand engineering and science fields results in growth in the pipeline



Analysis

- Since development of statewide articulation agreements in engineering and science (called the Associate in Science-Transfer or AS-T) the number of students completing engineering and science focused associate degrees has increased. The 1,059 graduates in 2005-06 represent 8% of the total 14,074 transfer associate degree graduates
- The spurt in graduates in 2003-04 was in response to changes in UW Seattle's admissions criteria causing some students to accelerate transfer degree completion.

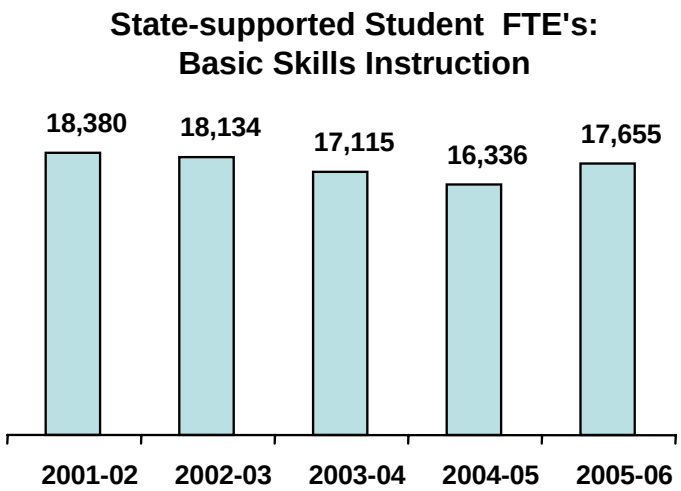
Action

- New statewide transfer degrees in high demand majors such as computer science will be developed in collaboration with universities by May 2008.
- SBCTC will earmark growth enrollments for high demand math, science and engineering degrees in Spring 2007 and Spring 2008.
- By Summer 2007, SBCTC will develop an incentive funding system designed to improve student achievement in transfer education.

Data Notes: *Engineering/science focused associate degrees contain a minimum of 55 college-level credits in math, science or engineering – 8% of all academic associate degrees.*

CTC Results –Basic Skills

Colleges increase access and success for under prepared adults with less than high school education or for whom English is a second language.



Analysis

- Because colleges collect minimal tuition ($25 per student) for basic skills classes, there is a disincentive for colleges to serve this population.
- Despite substantial waiting lists, enrollments declined until 2005-06 when targeted legislative funding helped colleges to regain basic skills enrollment capacity.

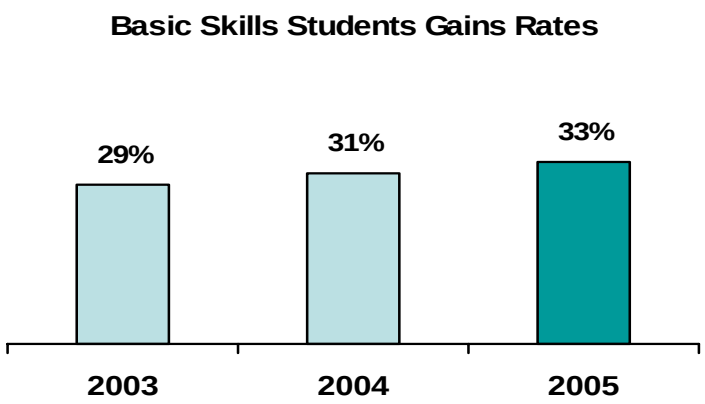
Action

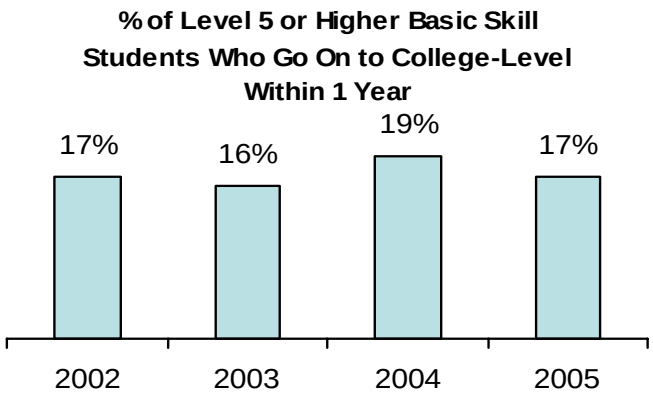
- In June 2007, SBCTC will reallocate targeted basic skills funds to colleges based on the 2006-07 pattern of basic skills enrollments.

Data Notes: 15% *percent of all CTC FTE are in basic skills. Basic skills includes English as a Second Language, Adult Basic Education for adults with literacy skills below the 9th grade level,GED preparation and high school completion.*

CTC Results – Basic Skills

To fill the gaps CTCs must be innovative and improve student success





Analysis

- Colleges are improving the share of students who make a substantial gain in reading, writing, math and English proficiency levels (as measured by pre- and post- instruction testing). A total of 21,602 students made gains in 2005-06.
- Most basic skills students want to continue into college programs, but relatively few get the further education and training needed to reach the economic "tipping point" of at least one year of college and a credential.
- Colleges are using data to improve retention for basic skills students.
- Colleges are using I-BEST (integration of basic skills and technical training) to increase the transition to college-level programs for more basic skills students.

Action

- By May 2007, SBCTC will conduct at least 2 statewide training sessions for faculty and instruction staff on models for integrating basic skills instruction with technical training classes.
- By Summer 2007, SBCTC will develop an incentive funding system designed to improve student achievement and transitions to college for basic skills students.

Data Notes: *Level 5 and higher students are those in a position to transition to college-level (including some developmental course work) in a years time.*